CONTENTS

CHAPTER 1

STATEMENT OF THE PROBLEM, AIM AND PROGRAM OF STUDY

- 1. Introduction
 - 1.1 The concept "emotional problems"
 - 1.2 The child's situatedness
 - 1.3 Disharmonious educating
 - 1.4 The affectively disturbed child: an orthopedagogic task
- 2. Statement of the problem
- 3. Aim of the study
- 4. Program of the study
- 5. References

CHAPTER 2

THE INFLUENCE OF AFFECTIVE EDUCATION ON THE PERSONAL ACTUALIZATION OF THE CHILD

- 1. Introduction
 - 1.1 The educative phenomenon
 - 1.2 The science of education
 - 1.3 A psychopedagogical perspective on the educative phenomenon
 - 1.3.1 The child as person
 - 1.3.2 The constituents of the psychic life of the child-ineducation
 - 1.3.2.1 Experiencing
 - 1.3.2.2 Willing
 - 1.3.2.3 Lived experiencing
 - 1.3.2.4 Knowing
 - 1.3.2.5 Behaving
 - 1.3.2.6 Modes of becoming and modes of learning
 - 1.3.3 Personal actualization as a unitary event
 - 1.3.3.1 Livedexperiencing and willing
 - 1.3.3.2 Willing and experiencing
 - 1.3.3.3 Experiencing and lived experiencing
 - 1.3.3.4 Experiencing, willing, lived experiencing, knowing and behaving as a meaningfully related coherence

2. The place of the emotional life in and the influence of emotional educating on the personal actualization of the child

- 2.1 Introduction
- 2.2 A longitudinal view
 - 2.2.1 The baby or suckling
 - 2.2.2 The toddler
 - 2.2.3 The preschool child
 - 2.2.4 The primary school child
 - 2.2.5 The secondary school child
 - 2.2.6 Summary
- 3. Disharmonious affective educating
- 4. Summary
- 5. References

CHAPTER 3

SOME PSYCHOTHERAPEUTIC PRACTICES FOR ASSISTING THE AFFECTIVELY DISTURBED CHILD

- 1. Introduction
- 2. Theoretical models and "methods of treatment"
 - 2.1 The biophysical model
 - 2.2 Behavioral model
 - 2.3 The psychodynamic model
 - 2.3.1 The psychoanalysis of Sigmund Freud
 - 2.3.1.1 Freud's "method of treatment"
 - 2.3.1.2 Psychodynamic model: contemporary and methods

status

- and men
- 2.4 The sociological model
- 2.5 The ecological model
- 2.6 Contra-theories
- 3. A closer view of some psychotherapeutic practices
 - 3.1 The client-centered therapy of Carl Rogers
 - 3.1.1 Rogers' theory of personality
 - 3.1.2 The origin of disturbed behavior
 - 3.1.3 Client-centered therapy
 - 3.2 The behaviorist approach and methods
 - 3.2.1 Theoretical foundations
 - 3.2.2 The origin of disturbed behavior
 - 3.2.3 Therapeutic methods
 - 3.3 Family therapy
 - 3.3.1 Introduction
 - 3.3.2 The origin of disturbed behavior
 - 3.3.3 Aims of family therapy
 - 3.3.4 Family therapeutic methods

- 4. Conclusion
- 5. References

CHAPTER 4

PLANNING AN ACCOUNTABLE ORTHOPEDAGOGIC THERAPEUTIC PRACTICE FOR THE AFFECTIVELY DISTURBED CHILD

- 1. Introduction
- 2. Pedagogical foundations for planning a pedotherapeutic practice for the affectively disturbed child
 - 2.1 The fundamental pedagogical foundation of pedotherapy
 - 2.1.1 The pedagogical relationship
- 2.1.2 The pedotherapeutic aim in fundamental pedagogical

perspective

- 2.1.2.1 Meaningful existence
- 2.1.2.2 Self-judgment and self-understanding
- 2.1.2.3 Respect for human dignity
- 2.1.2.4 Morally independent choosing and acting
- 2.1.2.5 Responsibility
- 2.1.2.6 Norm identification
- 2.1.2.7 Philosophy of life
- 2.2 The psychopedagogical foundation of pedotherapy
 - 2.2.1 Affective or emotional guidance in the pedotherapeutic situation
 - 2.2.2 Cognitive or knowing guidance in the pedotherapeutic situation
 - 2.2.3 Normative meaning-giving guidance in the pedotherapeutic situation
- 2.3 The didactic-pedagogical foundation of pedotherapy
 - 2.3.1 The pedotherapeutic aim in didactic-pedagogical perspective
 - 2.3.2 Reducing the orientational content in the pedotherapeutic situation
 - 2.3.3 Stating the problem in the pedotherapeutic situation
 - 2.3.4 Ordering the orientational content in the pedotherapeutic situation
- 3. The practice of assisting the affectively disturbed child
 - 3.1 Pelotherapy
 - 3.1.1 The pedotherapeutic procedure
 - 3.1.2 The course of pedotherapy
 - 3.1.2.1 Actualizing foreknowledge
 - 3.1.2.2 Stating the problem

- 3.1.2.3 Exposing the orientational content
- 3.1.2.4 Actualizing (controlling) the orientational content
- 3.1.2.5 Functionalizing
- 3.1.2.6 Evaluating
- 3.2 Parental guidance

4. References

CHAPTER 5

PROVIDING PEDOTHERAPEUTIC ASSISTANCE TO AN AFFECTIVELY DISTURBED CHILD: AN EXAMPLE

- 1. Introduction
- 2. Person-image of the affectively disturbed child
 - 2.1 Identifying particulars
 - 2.2 Statement of the problem
 - 2.3 Summary of person image
 - 2.3.1 Historicity
 - 2.3.2 Actualizing the psychic life
 - 2.3.2.1 Intellectual ability
 - 2.3.2.2 Intentionality
 - 2.3.2.3 The pathic-affective structure
 - 2.3.2.4 The gnostic-cognitive structure
 - 2.3.2.5 The normative meaning-giving structure
 - 2.4 The problematic educative event
- 3. Pedotherapy with an affectively disturbed child
 - 3.1 Planning the pedotherapy
 - 3.2 The course of therapy
 - 3.2.1 The pedotherapeutic aim
 - 3.2.2 The first four therapy sessions
 - 3.2.3 The fifth therapy session
 - 3.2.3.1 Aim
 - 3.2.3.2 Actualizing foreknowledge
 - 3.2.3.3 Stating the problem
 - 3.2.3.4 Exposing the orientational content
 - 3.2.3.5 Functionalizing
 - 3.2.3.6 Evaluating
 - 3.2.3.7 Parental guidance
 - 3.2.4 The sixth and seventh therapy sessions
 - 3.2.5 The eighth therapy session
 - 3.2.5.1 Aim
 - 3.2.5.2 Actualizing foreknowledge
 - 3.2.5.3 Stating the problem
 - 3.2.5.4 Exposing the orientational content

- 3.2.5.5 Actualizing the orientational content
- 3.2.5.6 Functionalizing
- 3.2.5.7 Evaluating
- 3.2.5.8 Parental guidance
- 3.2.6 The ninth therapy session
 - 3.2.6.1 Aim
 - 3.2.6.2 Actualizing foreknowledge
 - 3.2.6.3 Stating the problem
 - 3.2.6.4 Exposing the orientational content
 - 3.2.6.5 Functionalizing
 - 3.2.6.6 Evaluating
 - 3.2.6.7 Parental guidance
- 3.2.7 The last therapy session
- 4. Providing assistance to the parents of an affectively disturbed child
- 5. Synthesis
- 6. References

CHAPTER 6

SUMMARY, FINDINGS AND RECOMMENDATIONS

- 1. Introduction
- 2. Summary of the investigation
- 3. Findings
- 4. Recommendations arising from the investigation